

INCORPORATING GAMES TO DEVELOP ENGLISH GRAMMAR IN ESL ELEMENTARY
STUDENTS

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Abstract

Learning a second language is not that easy. In order to acquire a target language, teachers need to focus on several factors that can influence language acquisition in their students. Foreign language anxiety, students' motivation, and classroom environment are some factors that can positively or negatively influence the process of learning a second language. Therefore, teachers need to find motivating and engaging activities to implement in their language lessons.

This project summarizes the benefits of including games and interactive activities to enhance students' second language acquisition. As well as will present a website that the educators can use to search for different games related to English grammar content to use during their lessons and motivate their students' learning.

Dedication

I dedicate this thesis to my husband who has been my constant support and gave me the courage to pursue this degree. Also, I would like to dedicate my thesis to my family who has always been by my side, encouraging and supporting me despite the distance.

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Chapter 1: Introduction

When we imagine a classroom full of students who are willing to learn a second language, there are times that we imagine a teacher and textbooks that the students must follow to acquire the four primary language skills: reading, speaking, writing, and listening. Learning a second language can be a process that can overwhelm students and, on some occasions, cause them to lose interest in continuing their learning process.

Therefore, there are different tools or strategies to help teachers deliver content efficiently to the students without losing engagement and motivation, and one of them is games. According to Sirbu (2017), games are considered an activity with rules to follow and an objective to achieve. During games, participants exchange ideas and work together towards the goal. In second language acquisition, games are an excellent tool to practice the language in a more realistic context. Lilic and Bratoz (2019) stated that some of the benefits of using games to teach a second language were providing meaningful learning contexts, opportunities for peer interaction, reduction of language anxiety, among others. Games are versatile; they can be used in any content, especially when teaching language skills. According to Perveen et al. (2016), one of the most significant benefits of using games in the classroom is that it helps to create a positive learning environment that tremendously affects the students' learning process.

As an elementary English language learner, I remember constantly using a textbook to work on fill in the blanks and other exercises. Honestly, it was not one of my biggest motivations to work with a book. When I was about eight years old, a teacher started implementing games that made me fall in love with the language. She decided to incorporate games such as *Guess who?*, that provided an excellent opportunity for all the students to practice the English content

and oral skills. Therefore, as a language teacher, I consider games an excellent way to provide the students with more engaging and fun ways to use the language. Unfortunately, I have seen that it is difficult for teachers to find various games to implement in their lessons or diversity for a specific topic.

Consequently, the principal purpose of this project is a handbook that has been developed where English as a second language (ESL) instructors can find a variety of games or activities that can be used to promote grammar learning in their sessions. This handbook is an excellent tool for all ESL teachers who are willing to enhance their lessons by providing different games or creative activities to teach grammar elements. For example, the handbook may contain games to teach how to formulate questions or practice present or past tenses verbs.

ESL instructors have a helpful tool in this handbook to search for the most suitable game to play with the students to practice the content in a meaningful context. Other language teachers can also use this handbook in any context. These games can be used with a more mature audience with the appropriate modifications.

This handbook will benefit, not only ESL teachers, but also ESL students who will be able to participate in more active and engaging lessons, as well as help them create meaningful connections between their prior knowledge and the new content and help them decrease the anxiety that learning a second language can generate. Through these games, we will provide an opportunity to interact with the rest of their peers, use the English oral skills in more realistic situations and increase their English vocabulary.

As a result, this thesis project aims to share the benefits of incorporating creative activities and games in English grammar lessons with ESL teachers. This handbook with a series of

innovative activities and games is designed to guide and assist the educators in incorporating those tasks into their lessons.

To summarize, games are a great strategy to incorporate in second language classroom because through these innovative activities the learners are applying the content in real-life contexts, increasing their self-esteem, confidence as well as increasing their motivation and decreasing their affective filter which has a great impact when learning a foreign language. Foreign language classes should be an environment where the student feel safe when using the target language as well as be able to practice with their peers the four language skills in various settings in meaningful activities.

Chapter 2: Literature Review

Second language acquisition is a process by which the students acquire another language besides their first language (L1). According to Sun (2019), a second language is “a kind of language that people learn, besides their mother tongue, inside and outside classrooms” (p. 1018). Lenahan further stated (2015 as cited in Wang & Wu, 2020) that the second language is “an extremely complex language, psychological, physiological and social process” (p. 1232). For this process to occur successfully, teachers and learners must be aware of the several factors which can influence students' affective filter, significantly impacting their acquisition of a second language (L2). Some of the factors that can contribute to lowering or increasing their affective filter and consequently impacting whether a student develops or not an L2 are the following: learners' motivation, language anxiety, and classroom environment, among others.

According to Krashen (1995), “the affective filter is the amount of comprehensible input the acquirer receives and understands, and the strength of the affective filter, or the degree to which the acquirer is open to the input” (p. 9). If a student has a high level of motivation, low anxiety, and self-confidence, the student will receive and take in a large amount of language input. Therefore, second language educators need to increase students' motivation, lower their anxiety towards the language, and provide confidence. When this occurs, the students have a lower affective filter and are more likely to succeed in their language learning process. (Ni, 2012; Getie, 2020; Wang & Wu, 2020)

Learners' motivation

Motivation has an essential role in second language acquisition. There are many definitions of motivation. Some researchers like Gardner (1985 as cited in Alizadeh, 2016) stated that “motivation is the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language” (p. 12). Therefore, motivation is the willingness of the learner and the drive that this may have to learn specific content, in this case, an L2. Paneerselvam and Mohamad (2019) stated that a “lower level of motivation could affect the learner’s ability to express themselves in the target language, even if they know what they want to say in their first language” (p. 3302). Consequently, when a student has a higher level of motivation it can positively impact the second language acquisition process (Paneerselvam & Mohamad, 2019)

Four types of motivation can influence the learning process: integrative, instrumental, intrinsic, and extrinsic. Integrative motivation corresponds to the learner's desire to be part of the culture that speaks the target language. Krashen (1981) defined it as “the desire to be like valued members of the community that speak the second language” (p. 22). Gardner and Lambert (1956 as cited in Alizadeh, 2016) defined this motivation as a “language learning for personal growth and cultural enrichment” (p. 2). The second type of motivation that can influence successful language acquisition is instrumental motivation. This type of motivation is when the learner wants to acquire a second language to achieve a specific goal, such as getting a particular job or getting into a career field. Krashen (1981) defined instrumental motivation as “the desire to achieve proficiency in a language for utilitarian, or practical reasons” (p. 22). Also, there is intrinsic motivation which corresponds to the desire of the student to learn a new language just

because of the pleasure of acquiring new knowledge (Dörnyei,1994). Finally, there is the extrinsic motivation and with this type the student needs an external reward to learn a language; this can be as simple as a grade or money (Dörnyei, 1994). Even though there are four types of motivations, it is believed that instrumental and integrative motivation are the ones that are crucial for language learning. According to Dörnyei (1998 as cited in Alizadeh, 2016), for students to feel motivated towards a language, they need to have a mixture of both of these motivations (integrative and instrumental).

Motivation can be influenced by different factors, such a learner's personality, and the educational and social contexts, among others. Personality can play an essential role in language learning and motivation. According to Krashen (1981), self-confident students will have a lower affective filter, positively impacting their learning process. Different personality traits could also positively impact self-confidence, and result in an outgoing personality, and self-esteem.

The educational context can also determine whether students have high or low motivation to learn a second language. A student who has a positive attitude towards the learning setting and the teacher will be more motivated to acquire the target language. According to Middleton and Perks (2014), a proper classroom environment that increases students' motivation is the one that lets the learners speak up and provides them with opportunities to make decisions within the classroom. The activities used during the lessons can also impact the students' motivation. Middleton and Perks (2014) stated that "classroom activities that have direct application to the student's daily lives hold meaning and are more motivating for them" (p. 55). Apart from the context in the activities done in the classroom, their difficulty also contributes to increasing or decreasing students' motivation. Middleton and Midgely (2002 as cited in Middleton & Perks, 2014) stated that challenging activities where the students feel the urge to compete usually

increase motivation and engagement. With these activities students tend to be more interested and are willing to ask for help if needed. Therefore, educators must provide a safe environment so that the learners feel comfortable in the classroom; teachers can do this by providing ideas and delivering exciting and innovative activities to use and practice with (Middleton & Perks, 2014). The social context is crucial to motivating students to study a language. Patrick et al. (2001) stated that “teacher support is important for students’ achievement motivation. Perceptions of support arguably foster feelings of confidence and self-worth, allay anxiety, encourage persistence, and sustain the necessary motivation to use effortful, adaptive learning and metacognitive strategies” (p. 95). Additionally, Goodenow and Grady (1993 as cited in Middleton & Perks, 2014) concluded that “a positive sense of belonging in school is a critical part of motivational culture that encourages participation and engagement” (p. 58). Therefore, it is essential that during language classes, the educator provides as many interactions as possible between peers-teachers or peers-peers so the students can practice the language in diverse contexts (Middleton & Perks, 2014; Paneerselvam & Mohamad, 2019).

The teacher has a vital role in students’ motivation as well. Middleton and Perks (2014) stated that a teacher should have the following characteristics to help increase students’ motivation. First, a teacher should be observant and watch what is happening in their classroom. By being attentive, the educator will improve classroom environments modify different activities towards the current student’s needs (Middleton & Perks, 2014). Second, a teacher should be flexible and open to altering various aspects of their classroom setting and activities. The third characteristic is that teachers need to be reflective. According to Middleton and Perks (2014), “when teachers take a reflective stance, they become open to new ideas about how their instruction can be improved” (p. 64).

Second language anxiety

Second language anxiety (SLA) has been defined as situational-specific anxiety, which occurs in certain situations, for example, during a language lesson (Teimouri et al., 2019). According to Zheng and Cheng (2018), “anxiety can interfere with the process of language encoding, storage, and retrieval” (p. 14). Additionally, MacIntyre and Gardner (1989 as cited in Gulmez, 2012) related anxiety with personality traits; they stated that “a self-confident student does not show foreign language anxiety, and in case they do, the level is not too high to prevent them from learning” (p. 887). Second language acquisition can be related to some or all language skills. Paneerselvam and Mohamad (2019) stated that anxiety usually appears in speaking activity contexts. It is important to note that if a student is corrected when using the language orally, it can lead to the development of anxiety towards the target language (Gulmez, 2012). However, according to MacIntyre (1995 as cited in Gulmez, 2012), “anxiety affects listening, learning, and comprehension which are second language activities and that students become concerned about miscomprehension or misinterpretation of language rules” (p. 888). Consequently, teachers must limit their corrections in front of students’ peers; instead, it is important to deliver more individual constructive feedback to the students, so they do not develop any fear towards using in the target language (Gulmez, 2012; Wang & Wu, 2020).

Furthermore, there are three types of language anxiety: communicative anxiety, which corresponds to the anxiety someone experiences when he or she needs to use the target language orally; test anxiety, which is associated with fear of assessments or assignments fear in the second language; and the anxiety related to the fear of criticism for the peers or teachers (Sorokoumova et al., 2021). Having low levels of anxiety when learning a language is crucial;

therefore, educators must learn mechanisms to lower students' SLA to receive all the input they are receiving during class properly (Gulmez, 2012; Zheng & Cheng, 2018; Getie, 2020).

Classroom environment

The environment where the students are immersed in learning the target language can significantly impact the student's motivation toward acquiring the second language. According to Evanshen and Faulk (2011), the classroom environment is critical for meaningful instruction, and this must be welcoming and warm. Therefore, it is essential that the student feels comfortable, safe, and heard. Obaki (2017) stated that the “classroom environment is composed of several factors such as physical setting, the psychological environment that is created through social interactions (peer-peer, teacher-student), and several instructional procedures that are related to teacher characteristics and behavior” (p. 1). Apart from being welcoming, a classroom should be a place where there are many moments for social interactions between all the participants (peers and teachers). For this to happen, Evanshen and Faulk (2011) stated that “in a classroom, there should be defined learning spaces for individual, collaborative, and whole-group work” (p. 31).

The classroom environment is strongly related to learning engagement, motivation, and social interactions. Another aspect that impacts a positive environment is the materials used during the lessons. Evanshen and Faulk (2011) stated that the materials should be planned and carefully selected to accomplish a purpose within the lesson. Students should know where to find those materials and how to use them to take ownership of their learning. As well as the materials displayed in the room, it is important to build anchor charts with students and hang them up in the classroom so they feel pride and that they are part of the class. Therefore, educators must plan different spaces for the students to interact, learn and practice the content in a safe,

comfortable, respectful, and welcoming place. (Middleton & Perks, 2014; Obaki, 2017; Wang & Wu, 2020) McAlister (2018) stated that negative classroom experiences significantly impact students' motivation to learn the content.

Feedback has a vital role in the classroom environment. According to McAlister (2018), in a positive learning environment, a teacher chooses wisely the words to deliver feedback to the students, always focusing on the effort rather than if the student has talent or not. Therefore, as teachers, we need to create a learning environment where there are constant social interactions between students and student-teacher. Also, there is a space for constructive feedback so the learner knows how and what to improve on. The teachers must provide as many opportunities as possible where the student can practice the learning content; this can be through classroom oral discussions, role-play activities, written activities, among others. (Wang & Wu, 2020; Getie, 2020)

How games can contribute to learning a second language

Several researchers have defined games as an activity of one or more players oriented to a specific goal and following a set of given rules. It helps the players develop teamwork, cooperation, and oral interaction (Bakhsh, 2016). Games are a great tool to incorporate in language classrooms because of their high impact on providing social interactions among the students, which positively impacts the learners' language production. Including games in the language classroom can have different advantages in language acquisition. It is believed that games can provide the opportunity to practice the four language skills (speaking, listening, reading, and writing). In addition, Bakhsh (2016) stated that through incorporating games in second language classrooms, we could “create an atmosphere of meaningful communication”

(p. 122), and, therefore, create a positive classroom environment where the students feel safe and comfortable using the target language with their peers and teacher. Also, through games, the students can practice real-life situations using the appropriate vocabulary. Apart from these reasons, Wong and Yunus (2021) stated that games help lower students' anxiety towards the target language and create a positive learning environment where the students feel relaxed when using the language meaningfully (p. 2). Sorokoumova et al. (2021) stated that another advantage of using games in second language classes was “an effective method of preventing and reducing language anxiety in students” (p. 3). Through games, students develop communication skills, increase their self-confidence, and express their ideas more clearly.

When incorporating games, it is essential that the teacher knows their learner's needs and interests and the content that the teacher wants to focus on with the game. Also, the educator needs to think about how the game will be played. If it is going to be an individual, pair, or group setting, they need materials such as cards, dice, board, and explicit knowledge about the rules, which will be later explained to the students (Bakhsh, 2016). There are various games that teachers can implement in their second language classrooms. Some of them are the following: drama games, role-play, mime, bingo, Pictionary, memory games, among others. Dundar (2013) stated that games are great tools to incorporate during the different moments in the lesson, because it helps the students feel motivated towards the content, and it is through these activities the students can practice their oral skills. According to Alpar (2013), “play is an invaluable tool during the acquisition of a foreign language because it allows learners to manipulate the language, to easily complete their linguistic knowledge most of the time without having to resort to any material, and to give them the chance to acquire a social skill” (p. 1249).

Role plays can be a great tool to practice in second language acquisition classrooms. Through this game, the student can interact actively with their peers and use oral language skills in each situation, practicing specific vocabulary grammar, among others. (Dundar, 2013)

Mime games are another activity that can be implemented in language classrooms. Here the student must use their body language, movements, and expression to explain a concept, idea, or even a story. According to Dundar (2013), the students can practice paralinguistic communication features through mime games. Through mime games, students can practice vocabulary, verbs and adjectives taught in the class (Celik, 2019). Bakhsh (2016) stated that bingo games are versatile and can be used with younger learners and more mature students. This game can be used to practice various concepts apart from language. In this type of game, the students practice reading, writing, listening skills, and practicing vocabulary in the target language.

Pictionary is a game that can be used to practice vocabulary. Here, the student needs to read or listen to a word or phrase and draw it so other students can guess the concept. (Bakhsh, 2016)

Memory games are also used to practice vocabulary. Is through this game where the student can relate definition with the given concept, making increase the vocabulary skills on the learner. If the students are younger, the teacher can provide the cards already made; yet they can write the cards themselves if they are older. This game is flexible, and students can match either word-word or picture-word. (Bakhsh, 2016) According to Naderiheshi (2022), playing games like the previously mentioned are useful to teach language vocabulary because there is a great amount of repetition of concepts and engagement from the student.

Apart from the games previously mentioned, there are technological games teachers can use during their language lessons. According to Andreani and Ying (2019), “educational games

can encourage students to be active and feel happy to learn and gain knowledge” (p. 474).

Through these games, the student can solve problems, learn vocabulary skills, and increase their engagement with the content (Hasram et al., 2021). One popular platform among teachers is the educational game-based Kahoot!, which has been popular since 2013 when it was released. This game can be used either for formative assessment or to practice specific content. According to Kahoot! differs from other platforms like Quizlet (also very popular among the educational environment) because it is the only one that mixes role-play immediate students’ response, and it incorporates visual aids like videos or pictures. (Wang &Tahir, 2020). Wang and Tahir (2020) stated that the primary goal of Kahoot! is “to increase engagement, motivation, enjoyment, and motivation to improve learning performance and classroom dynamic” (p. 2). It is believed that games like Kahoot!, where the students must compete with each other and are being timed, can increase their level of anxiety. However, Wang and Tahir (2020) stated that in a study made in Turkey and Taiwan, the researchers compare the students' level of anxiety playing Kahoot! and games like Socrates and Earth Science, respectively. The researchers concluded that when the students were interacting with the Kahoot! platform, the students’ affective filter was lower because they were engaged and motivated to the game.

Besides Kahoot! there is another platform named Wordwall. According to Hasram et al. (2021), this platform is a great tool to practice vocabulary. The platform provides different games options that can be implemented with various students' ages. Therefore, it is crucial that before picking the game, the teacher identifies the lesson's goal, target audience, and how it will motivate their learning process. (Jantke & Hume, 2015, as cited in Hasram et al., 2021)

Educational games, like Kahoot! or Wordwall, can be a great tool to implement in daily language classrooms for the students to practice the target language in a more dynamic platform, interact with their peers, and enjoy the process of acquiring a second language. (Wang & Tahir, 2020)

Conclusion

Games are a great tool to incorporate into the routine of language teaching. There are many benefits to the use of games inside the classrooms. Some of the benefits are building a positive learning environment where the students interact with each other, lower existing anxieties toward the content, which positively affects the second language learning process of the students, provide social interactions between students and teachers, lower students' affective filter, develop vocabulary and grammar, increase students' self-esteem, among others. Also, the student can increase their motivation and participation in the class and provide meaningful opportunities for the learners to use the target language in more real-life context activities.

Therefore, before applying a game in the lesson, the educator reflects on which type of game they want to include in their class if they want to use technology in the game or not. Also, it is crucial that the teacher think about the game's purpose, which content they want to work on, the audience, rules, and how the game will be played. Games are a type of dynamic that must be previously planned and not overused in the lessons, and always must have an academic purpose, and not use it as a fill-in activity.

Chapter 3: Project design

In this chapter, I explain the rationale behind creating a booklet of various language games for English teachers to use in their language classes to develop their students' language skills and increase their motivation toward learning a second language. This booklet has as a purpose to enhance the English language classes and provide motivating and creative activities or games that can be used with the students to practice English grammar.

Grammar is a crucial aspect essential to learn when acquiring a specific language. However, during language classes, grammar is usually taught more statically and individually where there is no relation between the grammar content. According to Cambridge dictionary (n.d), grammar can be defined as "the rules about how words change their form and combine with other words to make sentences." Language teachers usually rely on textbooks where the students practice grammar through exercises such as filling in the blanks, multiple choice, among others. Ellis (2006 as cited in Lilic & Bratoz, 2019) indicated that "grammar is taught in a series of separate lessons, usually involving a single grammatical structure" (p. 51).

Consequently, it is essential that when teaching grammar, educators teach the content using real-life context and not as separate content so the students can learn the content in a more meaningful and in-depth form. According to Yaccob and Yunus (2019), through active games, we can increase the students' motivation level; we can also develop meaningful learning of the content, increase oral production of the target language, and improve language fluency, among others. Perveen et al. (2016) added some benefits of incorporating language games in second language classrooms. Some of them were building a positive learning environment, including different learning styles (especially kinesthetic) and an increase in vocabulary. As reported by

Sîrbu (2017), incorporating games in the classroom can have various benefits. It can be used in different moments of the lesson, and through games educators can create context, lower's students' affective filter, increase students' confidence and motivation. Besides these advantages, Naderiheshi (2022) stated that students could learn faster language vocabulary and grammar through playing games. Another advantage of incorporating games in second language lessons is that "when learners are interested in playing, their confidence level as well as their self-esteem in learning grammar increases" (Hashim et al., 2019 p. 46). Therefore, providing the English language teachers with a booklet with various games that they can incorporate in their lessons to improve the student's language learning process is a great tool to enhance their lessons and shorten their planning time.

The handbook will be organized through grammar topics taught in an elementary context to shorten the teacher's planning time and increase efficiency. Some of the contents will be the following:

1. Part of Speech
2. Capitalization
3. Punctuation
4. Formulating questions
5. Subject and verb agreement
6. Tenses (Past, present, and future)

Each section will have around 2 or 3 games. Some of them will be online games (for example, wordwall games, Quizzlets, Kahoot!, Flippity, etc.), and others will be board games, such as Bingo games, Pictionary, conversation games, among others. The teachers will be able to incorporate these games in different moments of the lesson and use the online games as a tool for

remote learning or homework. By incorporating these types of activities in the lessons, the students will be able to practice in a more active way the content they are learning in the class and increase their motivation towards learning a language. Besides these, the teacher will be able to use the games, especially the online games, as a formative assessment and a more private and instant way to deliver feedback to the students. Also, all the data gathered throughout these games can be helpful for the teacher to reflect on and plan their subsequent sessions with the students.

Chapter 4: The project

The project of this thesis is the design of an educational website that aims to provide various engaging activities and games for teachers to implement in their ESL lessons, especially when teaching English grammar to elementary students. Implementing games or other creative activities in lessons has several benefits for students, such as lowering second language anxiety levels, increasing participation and motivation, increasing oral production, and creating a positive learning environment (Sîrbu, 2017).

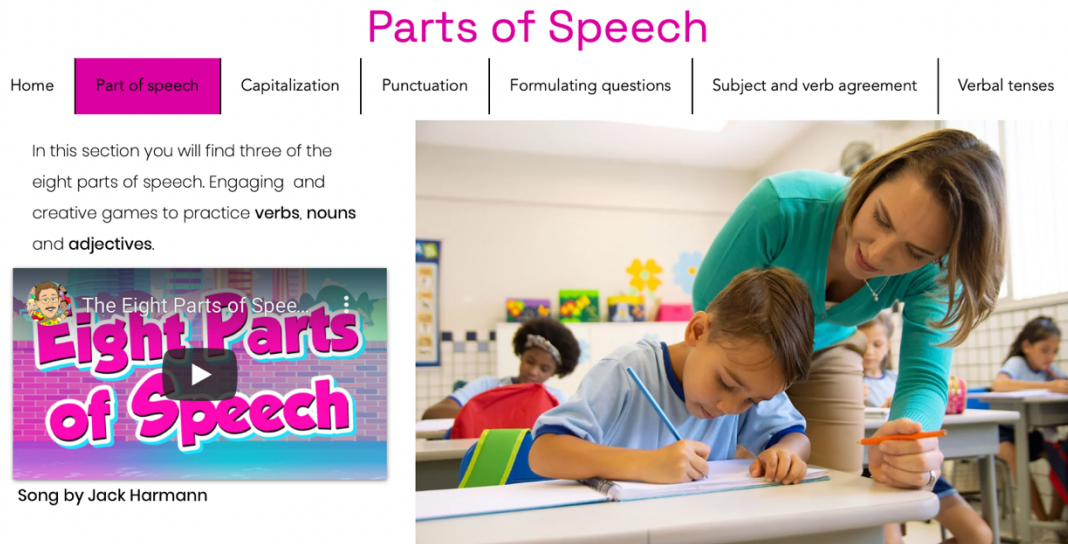
The name of the website is <https://nataliacancino52.wixsite.com/grammargames>



Figure 1.1 Home page

On the main page, teachers will find the name of the website and a menu with six grammar concepts, which are usually taught at an elementary level. Each concept has different games that

can be included in the grammar lessons to practice each concept to be more motivating and engaging.



Grammar games to enhance
your lessons

Figure 1. 2 Parts of Speech

In Figure 1.2, teachers will find a music video from Jack Harmann explaining the eight parts of speech. Also, there is a brief description of what educators can find under the page **Parts of speech**.

For each subtheme (verbs, nouns, and adjectives), educators will find online games, quizzes, and board games with materials to download and apply in their grammar lessons.

Verbs

In this section you will find two different games to practice verbs.

Charades and matching games are games thought for ESL beginners or intermediate level.



Charades Instructions

This game can be played either in pairs or in groups. One at a time, students will flip a flashcard and act the verb without speaking, just using their bodies. While they are acting the verb the rest of the students need to guess the verb, he/she is acting. The first student who guesses the verb wins 1 point for their team. The group that has more points wins the game.

Materials

Download the flashcards verbs to play Charades!



Matching game Instructions

This game can be played either in pairs or in groups. One at a time, students will flip a flashcard and act the verb without speaking, just using their bodies. While they are acting the verb the rest of the students need to guess the verb, he/she is acting. The first student who guesses the verb wins 1 point for their team. The group that has more points wins the game.




Play online

Figure 1.3 Verbs

Figure 1.3 shows two games to practice verb recognition. The first games are charades where the students will need to act out the verb that appears in the flashcards, and the rest of the students need to guess the verb. Also, the educators will find the flashcard document ready to be downloaded and used in their lessons.

The second game is an online matching game; the format and template are from *wordwall.net*. In this matching game, the students will need to look for the verb and its corresponding picture.



Nouns

In this section you will find two different games to practice noun recognition.

Bingo is intended for ESL beginner level and Sorting game is for beginner- intermediate English level.


Bingo

Instructions


This game can be played in groups to reinforce the comprehension of the meanings of nouns. The caller (can be teacher or student) instead of calling the name of the noun, will provide a definition for each noun without saying the noun. If the students have a noun that matches the meaning, they will cover the square with a coin. The first student who covers the whole bingo card wins.

Materials

- Bingo cards
- Coins
- Caller cards



Bingo cards



Card caller

Sorting game

Instructions

This game can be either played in pairs or alone. The aim of this game is to sort a variety of nouns into the following categories **people, things, animals or places**. This activity can be used to assess noun identification or as an independent work.

[Play the game online](#)

Grammar games to enhance your lessons

Figure 1.4 Nouns

Two games will help the students practice noun identification in the nouns section. The first game is a bingo where the students must recognize the nouns' definitions and the corresponding noun. The teachers will find the card callers and the bingo cards to be downloaded and used during their lessons.


The second game is an online game done on *wordwall.net*. The goal of this game is to sort a variety of nouns into **people, things, and animals**.

Adjectives

In this section you will find two different activities to implement in your lessons when teaching adjectives.

Sentence builders is an oral game where the students need to use an adjective in a sentence that they create. This is for beginners or intermediate students.

Kahoot! is an online quiz that is useful for measuring the student's understanding towards adjectives. This is for beginners students.




Sentence Builders

Instructions


Students can play this game in groups. Each student will flip an adjective card, they will need to use it properly in a sentence. The student who is able to use more adjectives correctly wins. This game helps the ESL students to use properly adjectives in sentences.

Materials

- Flashcards




Flashcards.pdf



Kahoot!

Instructions

Kahoot! is a platform where teachers can create their own online quizzes. This quiz is thought to be used as a formative assessment or independent practice, where the students identify different adjectives in a sentence context.



Quizz online!

Grammar games to enhance your lessons

Figure 1.5 Adjectives

There is an oral production game on the adjectives page where the students will need to take a flashcard and create sentences orally using the given adjective. The second game is an online quiz from *Kahoot!* where the students need to log in with a username and answer the questions.

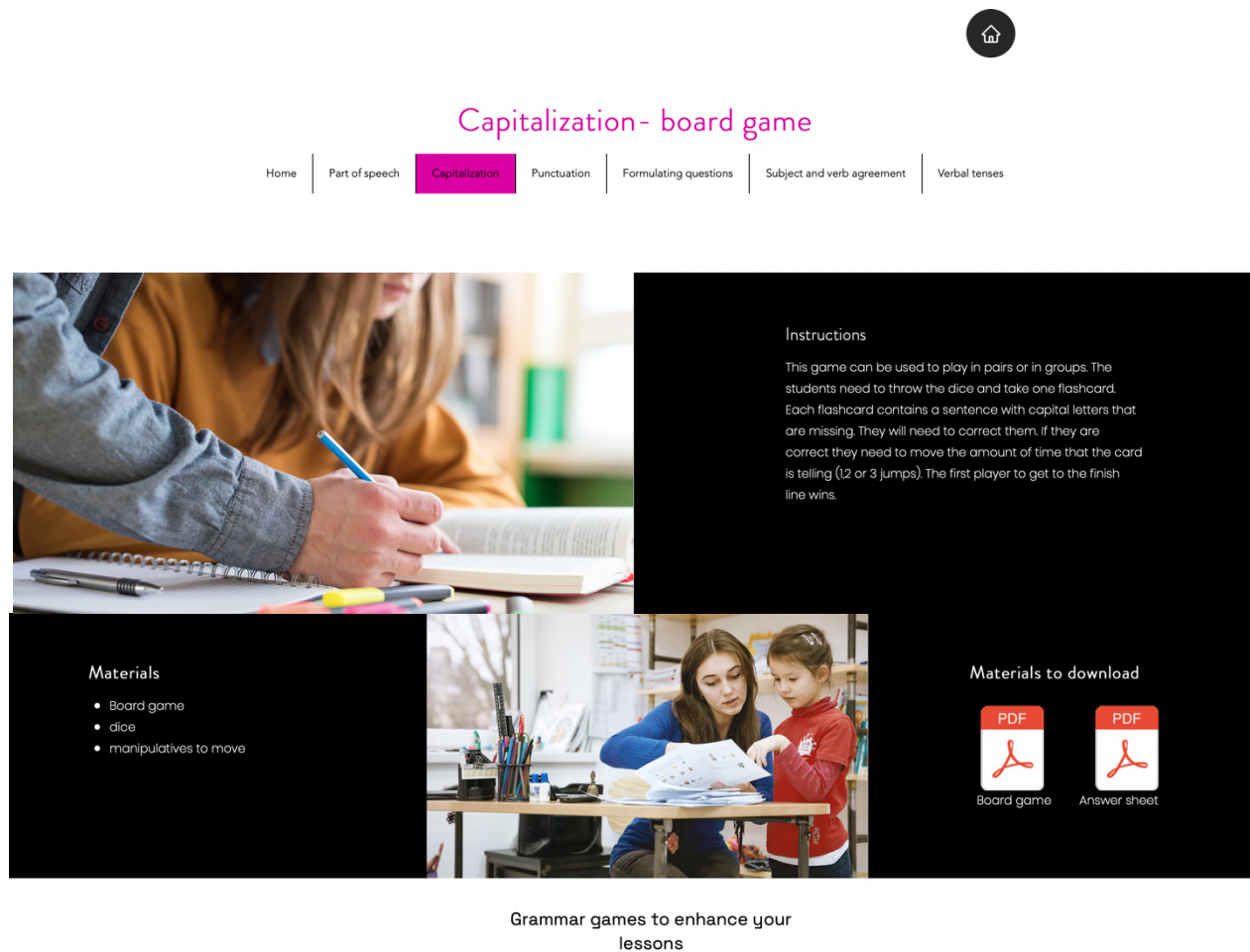


Figure 1.6 Capitalization

There is a board game and the answer sheet on the capitalization page. The students need to throw the dice in this game and flip a flashcard with a sentence, and they need to read it and find the capital letters that are missing.

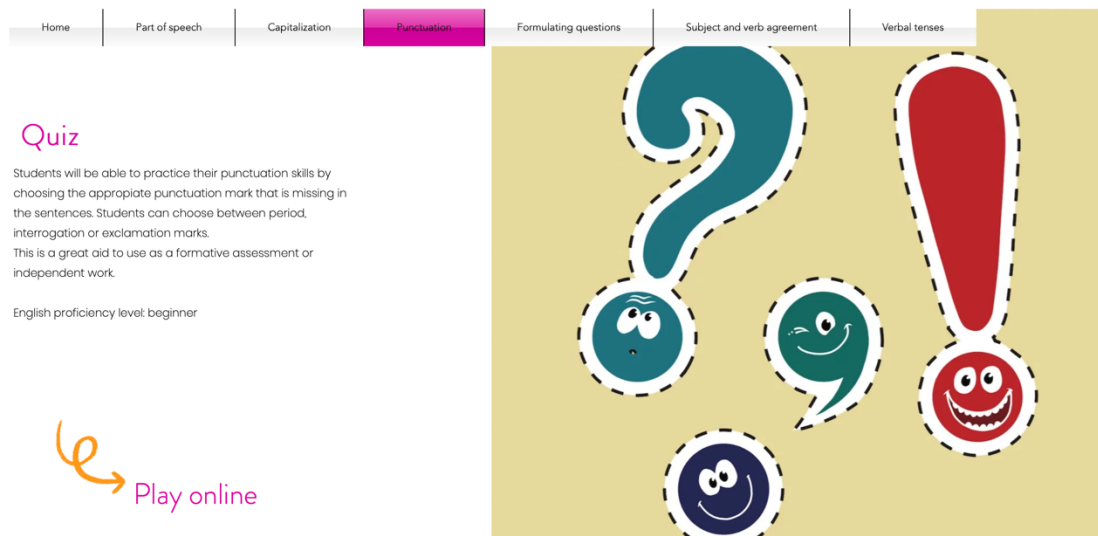


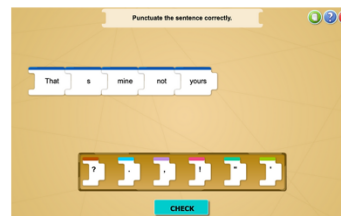
Figure 1.7 Punctuation

Turtle Diary- Punctuate the sentence correctly

This game is ideal for independent work. Students need to read a sentence and look for the mistakes. They need to find the correct punctuation for each sentence. The teacher or the player can select the level of difficulty of the game.

Turtlediary (n.d.). Punctuation marks. <https://www.turtlediary.com/game/punctuate-the-sentence-correctly.html>

[Play online](#)

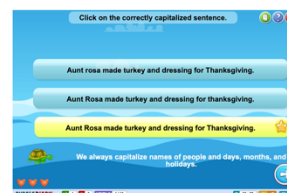


Turtle Diary- Capitalization cruise

This game is ideal for independent work. Students need to read a sentence and search for words that need uppercase. This game varies on its difficulty. Students can look for one capital letter in the sentence or several.

Turtlediary (n.d.). Capitalization Cruise. <https://www.turtlediary.com/game/capitalization-cruise.html>

[Play online](#)



Grammar games to enhance your lessons

Figure 1.8 Capitalization

In Figure 1.7, corresponding to the punctuation section of the website, the teachers will find a quiz done on *wordwall.net* where the students will be able to identify the missing punctuation mark. This game is an excellent tool for the teacher to use in remote learning, independent practice, or even as an exit ticket to assess their student's comprehension of the content.

Figure 1.8 corresponds to the capitalization and punctuation subpage. In this subpage, educators will find two different games to practice punctuation and capitalization from *turtlediary.com*. In both games, the educator or the player can choose the level of difficulty, which can help differentiate the practice regarding the learners' level of proficiency.

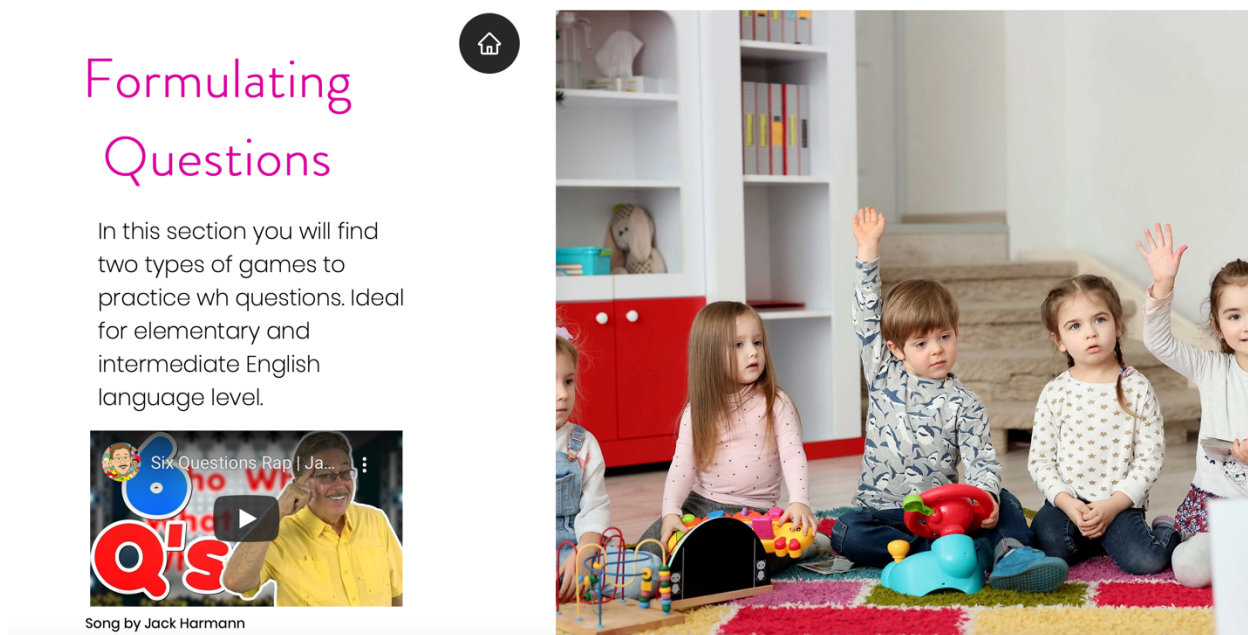


Figure 1.9 Formulating questions

On this page, the educators will find a music video about the six questions (wh- questions), which can be helpful when introducing this topic to the students.

Formulating questions



Guess Who?

Materials from twinkl ©

Students need to play in pairs. Each student need to pick one card from the stack without looking. Both students will receive a mat with all the faces (for reference). The students need to formulate wh- questions in order to guess their partner card. The first one who guess all the cards of their partner wins!

Twinkl (n.d.) ESL Guess who. Twinkl <https://www.twinkl.com/resources/t-t-1758-guess-who-game>

Materials



Instructions.pdf



Character Cards.pdf



Board A3.pdf

Grammar games to enhance your lessons

Figure 1.10 Guess who?

In this subpage of formulating questions, there is a game named *guess who?*. In this game, the students will need to ask questions to their partners to guess all the cards they have. All the materials are taken from *twinkl.com* and are ready to download and be used in ESL lessons.

Formulating questions



If this is the answer, what is the question?

Materials from twinkl ©

Students need to play in pairs. Each student need to pick one card from the stack. Students will need to read the card and create a suitable question for that answer.

English language proficiency:
Intermediate

Twinkl (n.d.). *If this is the answer, Twinkl*.
<https://www.twinkl.com/resource/esi-if-this-is-the-answer-what-is-the-question-t-eal-1843148027>

Materials



Cards.pdf



Board.pdf

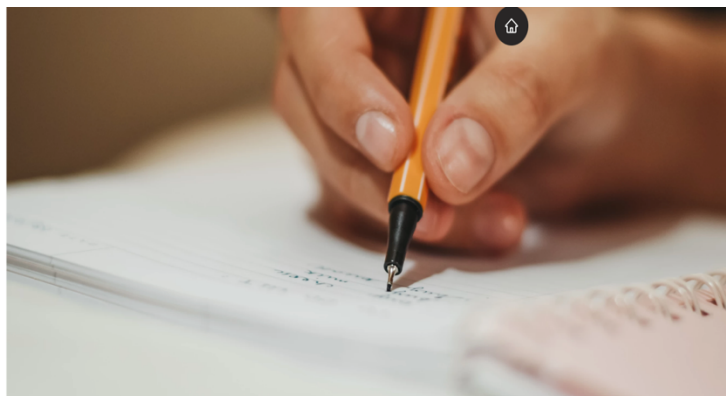
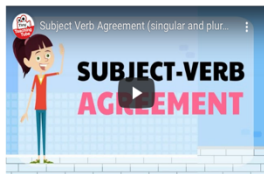
Figure 1.11 If this is the answer, what is the question?

The second game corresponding to formulating questions is thought to be used with intermediate English language proficiency students. In this game, the students will need to pick a card and read it and create a suitable question for that answer.

All the materials are taken from *twinkl.com* and are ready to be used in grammar classes.

Subject and verb agreement

In this section you will find different activities to practice subject and verb agreement. Some of the activities are thought to be use as formative assessments or independent work.



Grammar games to enhance your lessons

©2022 by Grammar games to enhance your lessons. Proudly created with Wix.com

Figure 1.12 Subject and verb agreement

Quiz



Students will be able to practice subject and verb recognition through this engaging quiz.
Ideal for independent work or if you are teaching remotely.

English language proficiency: intermediate
(it can be adaptable for any language level)

Quiz here!

Grammar games to enhance your lessons

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Figure 1.13 Quiz

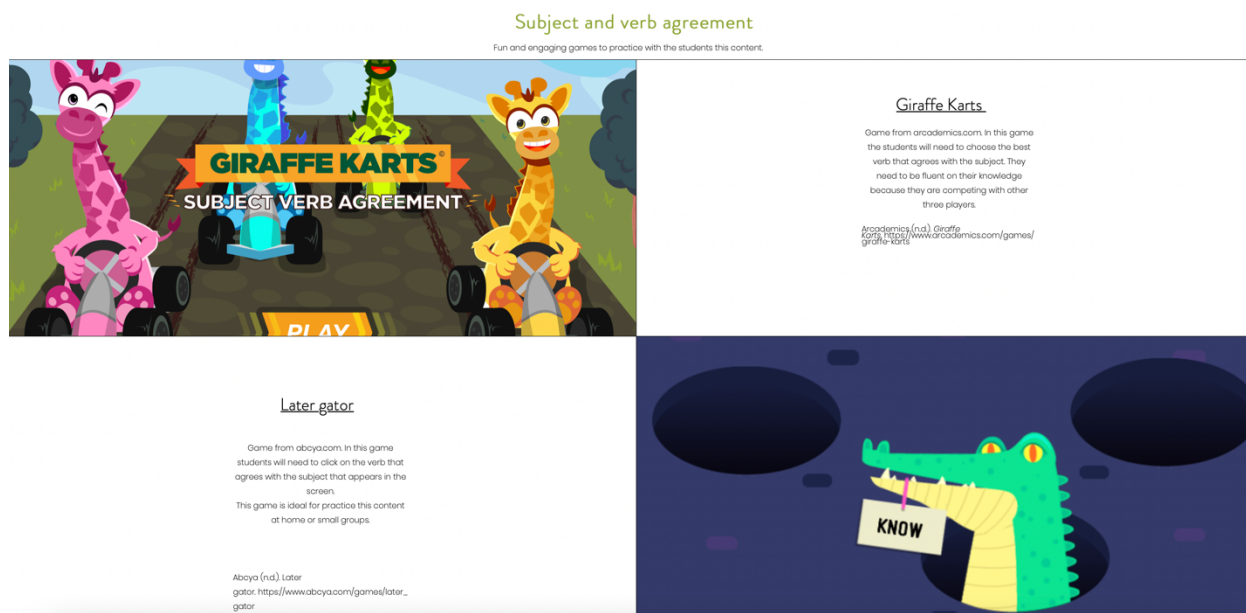


Figure 1.14 Online games

In Figure 1.12 Subject and verb agreement main page, there is an explicative video for students to comprehend this concept. This video is from Chloe Eum, and it can be used in grammar lessons to provide extra support to the students to understand the content.

In Figure 1.13, an online quiz can be used either in remote learning, formative assessment, or independent practice. The students need to read the sentence and choose the corresponding verb that agrees with the subject.

Figure 1.14 shows the online games subpage. Both games are online games from academics.com and abcy.com correspondently. These games provide an engaging and motivating way to practice subject and verb agreement and are a great tool in grammar lessons.

Home
Part of speech
Capitalization
Punctuation
Formulating questions
Subject and verb agreement
Verbal tenses

Verbal tenses

In this section you will find different games and activities to practice present simple, past simple and future tenses.

The Tenses Song (Past, Present & Future)

Song by Anchor Creative education.

Grammar games to enhance your lessons

Figure 1.15 Verbal tenses

There is a music video on this main page as a brief introduction to verbal tenses from Anchor Creative education. This aid can be implemented as an introduction tool to explain the tenses to the students.

Past tense

Match the tenses

This is an online matching game that the students can play alone. Students will need to find the present tense that matches with the past tense of the verb.

This game is ideal for independent practice, small group or even as a formative assessment regarding present and past tenses.

English language proficiency: intermediate

[Play here!](#)

Past tense board game

This is a multiplayer game. Students need to throw a dice which will tell how many spaces they need to move their counter. If the box they land says a verb, they will need to say the past tense of the verb (regular or irregular). The first player who gets to the finish line wins!

Materials

- Board game
- Dice
- Counters

[board game.pdf](#)

Irregular or regular?

Sorting game. This is a single player game where the students need to sort a variety of verbs into regular or irregular verbs.


Great tool to use as a formative assessment or independent practice.


[Play here](#)

Irregular verb								Regular verb								
open	annoy	sleep	break	fry	call	invite	add	pay								
bend	laugh	get	say	agree	freeze	dry	beat	become								

Figure 1.16 Past tense

Figure 1.16 shows three games that can be implemented in the classes when teaching irregular or regular verbs. In the Match the tenses game, the students must match the present tense with the corresponding irregular form. In the past tense board game, the students will need to orally tell the past tense of the verb (this can be irregular or regular verbs). Students will need to sort out verbs into the corresponding category in the last game.





Present tense


I have who has

This is a card game which is ideally played in large groups. Students will divide the cards in relation to the number of players. The first player who has a card will start the game and then they will have to look for the correct answer of the question.

For example: I have the first card, who has the present tense of ride? Answer: I have ride, who has the ...

This is a great game to practice present tense in a more dynamic way.

Materials




ihavewhohas.pdf


Describing your friend


This is not a game. It is thought to be an oral activity where the speaker 1 introduces themselves to speaker 2 (they can use the flashcards or just talk about themselves freely). While speaker 2 listens they will write sentences about speaker 1 using the present tense. After exchanging both speakers they will share what they learned about each other to the rest of the class.

Materials



Questions.pdf






Choose the correct verb

This is a single player game where the students need to read the sentence and choose the correct verb in present tense. Great tool to use as independent practice.

Turtlediary (n.d.). Choose the present tense verb. Turtlediary. <https://www.turtlediary.com/game/choose-the-present-tense-verb.html>



Play here

Figure 1.17 Present tense

On the present tense page, there are three games. The first two are board games where the students need to use their oral skills to describe a partner and a game card to practice recognizing the past tense of verbs with the corresponding present tense. The third game is an online game from *turtlediary.com* in which the students need to read sentences and complete them with the corresponding present tense.

Future tense



Unscramble the future

This is an online game, where the students will unscramble sentences in the future. Some of them are questions, going to or with will.

This is an ideal tool to implement in small groups, independent work or even as remote learning.

English language proficiency: Intermediate- Advance



Futre, present or past

This is a board game, where the students can play in pairs or in groups. The students will need to throw a dice and depending the tense the dice says, the students will need to change the verb to or create a sentence if they are more advanced.

Great tool to implement on independent practice.

Materials

Dice  Tense gamepdf



'I want to go out tomorrow evening but the children's baby-sitter is on leave.'
'That's no problem, _____.'

A I'll look after the children.

B I'm going to look after the children.

Choose the correct verb

This is a single player game where the students need read the sentence and choose the correct sentence with the corresponding verb tense. Great tool to use as independent practice.

Esigamesplus (n.d). Future tenses ESL grammar game Monkey game. Esigamesplus. <https://www.esigamesplus.co.uk/future-tense-review-spin/>



Figure 1.18 Future tense

Figure 1.18 shows three games that can be used to practice this content with the students. There are two online games to use with them. Unscramble the sentence is a game made on *wordwall.net* where the students need to unscramble sentences written in the future tense. This game is a great tool to use as a formative assessment or in independent practice. The second

game is "Choose the correct verb" from *ESLgamesplus.com*. In this game, the students need to read a sentence and complete it with the missing sentence written in the future tense.

The last game is a board game with different verbs (irregular and regular); the students will throw the dice (which will say future, past, or present) and transform the verb into those tenses.

Chapter 5: Conclusion

Many factors can affect the students when learning a second language: motivation, foreign language anxiety, and classroom atmosphere, among others. Therefore, when building a lesson for second language students, educators need to find different tools to make the lesson engaging for the learners. Hence, students are willing to participate in class actively and use the target language to communicate with others. Also, teachers need to create a positive atmosphere that will lower the students' affective filter and the anxiety learning a second language can generate in them.

One tool that can help create positive learning environments and increase students' motivation toward the language is interactive activities such as games. Games can be implemented in various ways inside the classroom, such to do independent practice or even as a way to assess the students. Sometimes for educators find it difficult to find the proper game to include in their lessons that will be engaging for their students. As a former ESL student, I recall myself lacking motivation to learn or memorize the verb tenses or even to know subject and verb agreement. As an English teacher, I have realized that it is essential to implement engaging tools, such as an online quizzes, games, or even a board games, to motivate the students to learn a target language, especially grammar skills.

Therefore, I created a website that aims to facilitate the educator's job when looking for an appropriate game or activity to include in their ESL lessons, especially when teaching grammar. On this website, teachers will find several games, online or to download, and online quizzes about different grammar topics, such as parts of speech, verbal tenses, formulating questions, subject and verb agreement, among others. There are interactive links teachers can

assign to the educational platform the school or institution is using, such as Google Classroom or Seesaw, or documents teachers can download and print to use in their lessons.

Throughout building and creating the grammar games website, I have learned about the importance of providing various activities to practice the language skills to the students and how these activities can impact the classroom environment and how the students see the language they are learning. Choosing the correct activity is crucial, and it is vital to implement textbooks and activities where the students will interact with others and participate actively in the lessons.

For this website to continue to be a helpful tool for teachers, it will be constantly updated with new games or activities, so the teachers have a wide variety of tools. In addition, this website can grow in the future to also cover reading, listening, and writing skills. I hope that this project eases the teacher's job when finding the appropriate activity to incorporate into their lessons, which will motivate their students to learn a target language and help create a positive environment where the students feel comfortable and relaxed communicating in the target language.

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